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ABSTRACT

Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

ED 079161

Project 1 - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Music GRADE 7-9

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
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(after Dec. 1, 1972 - 468-7464)

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SE 016 549

INSTRUCTION - CURRICULUM - ENVIRONMENT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PROGRAM FOR ENVIRONMENTAL EDUCATION

Music

GRADE 7-9

File III E.S.E.A.

in CESA 3-8-9

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Robert Warpinski, Director
Robert Kellner, Asst. Director
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"MUSIC PREFACE"

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories, and practical applications taught in other subjects provides a further service to the cause of ecology.

The music teacher must have an awareness of, a desire to become involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate thinking and serve as both a reference point, and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation or non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

Music Teachers Committee
Project I-C-E

PREFACE

"Oikos" for house is the Greek origin of the term "ecology". Environmental studies our house--whatever or wherever it may be. Like an umbrella, expand or contract to fit many ranges--natural and man-made. We can adapt environments, our many "houses" if we omit rancor and cite long range complexities. Our "oikos" uses the insights of all subjects. Thus, a multidisciplinary program like ours necessarily results. Also, since a long time, our program ranges K thru 12. The environment mirrors our values. These values have their origin in the "oikos" of our collective minds. Let us become masters of our house by replacing the Greek adage with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is supplemental to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students best, adapt or adopt. Limitless chances are here for your experimentation. Many episodes are self contained, some open-minded, still others carefully developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide has and no curriculum will work unless viewed in the context of your situation.
4. React to this guide with scratch ideas and notes on the episode page.
5. After using an episode, fill out the attached evaluation form in the duplicate, or request more of these forms. Send them singly or collectively. We sincerely want your reactions or suggestions--negative and positive. Evaluations are the key in telling us "what works" and in aiding our guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all public school districts in CESA 3, 8, and 9. Check the Project ICE Bibliography for resources. Our address and phone number is on this guide's cover. Feel free to call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process based on knowledge.
Affective refers to student attitudes, values, and feelings.

PREFACE

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e, Radio Visual Instruction, 1327 University Avenue, P. C. Box 2093,
701 (Phone: 608-262-1644).

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Warren Wolf, Kimberly
Gery Farrell, Menasha

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Mary Wadzinski, How.-Suam.

ESEA Title III - 59-70-0135-2 Project I-C-E

C 1. Energy form the sun, the basic
 O source of all energy is converted
 N through plant photosynthesis into
 C a form all living things can use
 E for life processes.
 P
 T

Discipline Area M
 Subject G
 Problem Orientation li

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
<p><u>Cognitive:</u> The students will demonstrate through their performance of the musical drama their knowledge of the sun's effect, in a manner acceptable to the director.</p> <p><u>Affective:</u> The student will recognize major aspects of the sun's relation to man, plants, and animals.</p> <p><u>Skills to be Learned</u> Music composition Creative writing Costuming Interpretive dance Staging Lighting</p>	<p>I. Stud - Centered in class</p> <p>A. S ents write a short narration depicting the sun as the source of all energy (see back)</p> <p>B. Students compose short musical themes for each character of the play (the sun, warmth, trees, etc.) and use them in a leit motif fashion.</p> <p>C. Instrumental students will pantomime the narration in costume, with lighting scenery, etc.</p> <p>D. Instrumental students will work up the musical theme</p>

Energy form the sun, the basic

ce of all energy is converted

Discipline Area Music

ugh plant photosynthesis into

Subject General Music

all living things can use
life processes.

Problem Orientation Sun's Effect On Grade 7-9
The Environment

EDUCATIONAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>The students will ce through their ce of the musical r knowledge of effect, in a ceptable to the</p> <p>The student rize major the sun's c man, plants, s.</p> <p><u>be Learned</u> osition riting</p> <p>ve dance</p>	<p>I. Student-Centered in class</p> <p>A. Students write a short narration depicting the sun as the source of all energy (see back)</p> <p>B. Students compose short musical themes for each character of the play (the sun, warmth, trees, etc.) and use them in a leit motif fashion.</p> <p>C. Instrumental students will pantomime the narration in costume, with lighting, scenery, etc.</p> <p>D. Instrumental students will work up the musical themes.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Program can be presented to a class or entire school or community.</p> <p>B. Possibility of performing this drama for TV.</p> <p>C. Resources:</p> <ol style="list-style-type: none">1. Drama teachers2. Art teachers3. English teachers

Resource and Reference Materials Publications:	Continued and Additional Suggested Learning Ex (Con't from I. A.)
<p data-bbox="302 1164 542 1199"><u>Audio-Visual:</u></p> <p data-bbox="302 1227 825 1327">Appropriate slides or movies could be used as background scenery for the production.</p> <p data-bbox="302 1426 485 1461"><u>Community:</u></p>	<p data-bbox="953 908 1346 943">A. Suggested episodes</p> <ol data-bbox="1009 943 1814 1199" style="list-style-type: none"> 1. The sun warms the earth, making it possible for the earth to support life. 2. The sun lights the earth 3. The sun creates oxygen through the process of photosynthesis in green plants. 4. Solar energy can be harnessed to serve man 5. The sun is a source of vitamins necessary for man's existence. <p data-bbox="953 1203 1433 1238">B. Additional suggestions:</p> <ol data-bbox="1009 1238 1814 1401" style="list-style-type: none"> 1. Productions can be of a brief nature. 2. Shades of green and yellow light would enhance the drama. 3. Suggested flowers, sun, green plants, trees, and animals.

Reference Materials	Continued and Additional Suggested Learning Experiences (Con't from I. A.)
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A. Suggested episodes

1. The sun warms the earth, making it possible for the earth to support life.
2. The sun lights the earth
3. The sun creates oxygen through the process of photosynthesis in green plants.
4. Solar energy can be harnessed to serve man.
5. The sun is a source of vitamins necessary for man's existence.

B. Additional suggestions:

1. Productions can be of a brief nature.
2. Shades of green and yellow light would enhance the drama.
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background
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O source of all energy is converted
C through plant photosynthesis into
P a form all living things can use for
T life processes.

Discipline Area

Subject

Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will demonstrate the ability to respond in song by singing with correct rhythm and 3 or 4 part harmony.

Affective: The student will demonstrate an appreciation of the importance of singing related songs.

Skills to be Learned

Singing activities

Intonation

Balance

Phytm

lotation

Harmony

SUGGESTED LEA

I. Student-Centered in class activity

A. The teacher will lead a discussion about plant growth.

1. Plants originate from what source?

2. What elements are necessary for plant growth?

3. Do plants rely on the sun?

4. Do plants seem to rely on the sun?

B. The teacher will introduce songs related to discuss eg.

1. Green, Green Grass of Home.

2. Green Fields

3. Green Leaves of Summer

4. Walk in the Sunshine

C. The students will sing songs in balance listening for blend and proper harmony and intonation.

ergy from the sun, the basic

of all energy is converted

plant photosynthesis into

all living things can use for
processes.

Discipline Area Music

Subject Elementary-Vocal

Problem Orientation Plant growth Grade 7-9

BEHAVIORAL OBJECTIVES

1. The student
demonstrate the ability
to sing in song by
with correct rhythm
and part harmony.

2. The student
demonstrate an appreci-
ation of the importance
of songs related to plant
growth.

Activities to be Learned

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. The teacher will lead a discussion about plant growth.
 1. Plants originate from what source?
 2. What elements are necessary for plant growth?
 3. Do plants rely on the sun?
 4. Do plants seem to reach for the sun?
 - B. The teacher will introduce songs related to discussion.
 - eg.
 1. Green, Green Grass of Home.
 2. Green Fields
 3. Green Leaves of Summer
 4. Walk in the Sunshine
 - C. The students will sing songs in balance listening for blend and proper harmony and intonation.

- II. Outside Resource and Community Activities
 - A. Students bring in example of harmonious actions observed thru films, student owned slides, and photos related to plant life and growth.

Resource and Reference Materials	Continued and Additional Suggested Le
<p data-bbox="470 885 709 917"><u>Publications:</u></p> <p data-bbox="470 917 986 1117">7th Grade book Exploring Music Series, Holt, Rinehart, and Winston Songs listed are available in various arrangements (SSA - SA - SAB - SATB)</p> <p data-bbox="470 1117 986 1250">From: J.W. Pepper of Detroit, Inc. 373 Minnesota Street Troy, Mich. 48084</p> <p data-bbox="470 1285 752 1417"><u>Audio-Visual:</u> Tape recorder Slide projector Phonograph</p> <p data-bbox="470 1452 652 1485"><u>Community:</u></p>	

Reference Materials	Continued and Additional Suggested Learning Experiences
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series, nd Winston available ements SATB)	
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troit, Inc. eet 4	
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C 2. All living organisms interact
 O
 N among themselves and their
 C
 E environment, forming an intricate
 P
 T unit called an ecosystem.

Discipline Area Music
 Subject General M
 Problem Orientation Intera

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP	
Cognitive: The students will produce a one minute sound collage incorporating natural and man made environmental sounds.	I. Student-Centered in class activity	II. O
Affective: The students will demonstrate an awareness of the variety of sounds in nature.	A. Present idea of a sound collage.	C
	B. Create work groups of 3-5 students to record specific environmental sounds	A
	C. On board establish patterns for interaction of sounds.	B
	1. Heavily used road drives out nature sounds.	
	2. Birds singing, cars driving past over balancing natural sounds.	
Skills to be Learned	D. Students may play their collage for the class.	
Technical aspects of using a tape recorder.	1. Discuss the job each group did.	
Listening skills	2. Discuss the content of each presentation.	
Differentiation of sounds		
Rhythmical synthesis.		

organisms interact

es and their

forming an intricate

ecosystem.

Discipline Area Music

Subject General Music

Problem Orientation Interaction Grade 7-9

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
EXP t. O C A e minute orporating ade nds. dents n B ariety re.	<p>I. Student-Centered in class activity</p> <p>A. Present idea of a sound collage.</p> <p>B. Create work groups of 3-5 students to record specific environmental sounds</p> <p>C. On board establish patterns for interaction of sounds.</p> <p>1. Heavily used road drives out nature sounds.</p> <p>2. Birds singing, cars driving past over balancing natural sounds.</p> <p>D. Students may play their collage for the class.</p> <p>1. Discuss the job each group did.</p> <p>2. Discuss the content of each presentation.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Visit and tape record different areas of employment to differentiate sounds occurring in those activities.</p> <p>B. Create a pictorial collage by having students draw their own pictures.</p>
ned of using e sounds sis.		

Resource and Reference Materials Continued and Additional Suggested Publications:

Audio-Visual:
Tape recorder

Community:

Reference Materials Continued and Additional Suggested Learning Experiences

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C	2. All living organisms interact	
O		
N	among themselves and their	Discipline Area
C		
E	environment, forming an intricate	Subject
T	unit called an ecosystem.	Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED
<p>Cognitive: The student will demonstrate his knowledge of feeling in music through the choice of musical selections which convey mood and emotion. The student will identify orally 3 instances of an ecosystem in the movie <u>Grand Canyon Suite</u></p> <p>Affective: The student will gain an appreciation of the importance of the balance of nature. He will gain an appreciation of music as it produces moods and emotions.</p>	<p>I. Student-Centered in class activity</p> <p>A. The teacher will show movie <u>Grand Canyon Suite</u></p> <p>B. Student discussion: is strongly suggested discussion begin the aspects in the hopes students will recognize the ecosystem shown and make comments themselves</p> <p>1. How does the film use the existing music to enhance mood and emotion of film clips?</p> <p>2. The ecological balance of nature as shown in the movie</p> <p>a. What evidence of ecological balance is shown in the movie?</p> <p>b. What would happen to the balance if all the eagles were eliminated?</p> <p>(Con't)</p>
<p><u>Skills to be Learned</u></p> <p>Judgment</p> <p>Preparing and reporting a presentation to class.</p>	

all living organisms interact .

Are themselves and their _____

Discipline Area Music

erment, forming an intricate _____

Subject General Music

ent called an ecosystem. _____

Problem Orientation Balance of Nature Grade 7-9

TOTAL OBJECTIVES		SUGGESTED LEARNING EXPERIENCES	
<p>The student strate his of feeling rough the musical selections y mood and he student fy orally 3 f an ecosystem e <u>Grand Canyon</u></p>	<p>I. Student-Centered in class activity A. The teacher will show the movie <u>Grand Canyon Suite</u> B. Student discussion: It is strongly suggested that discussion begin the musical aspects in the hopes that students will recognize the ecosystem shown and make comments themselves.</p>	<p>II. Outside Resource and Community Activities A. Television programs B. Libraries C. Instructional materials center. D. Student record collection E. Radio</p>	
<p>The student ar appreciation importance of the nature. He n appreciation e it produces emotions.</p>	<p>1. How does the film editor use the existing music to enhance the mood and emotion of the film clips? 2. The ecological balance of nature as shown in the movie a. What evidence of ecological balance is shown in the movie? b. What would happen to the balance if all the eagles were eliminated? (Con't)</p>		
<p><u>What Learned</u> nd reporting tion to class.</p>			

Learning Materials Continued and Additional Suggested Learning Experiences

(Con't from I.)

- C. Students will be asked to bring in their own examples of music of various moods and emotions ie. sad, happy, reverent, etc. Individuals or committees may be used.
- D. Teacher and students will discuss and evaluate the best presentations.

The film could be shown at a later time for about 10 minutes with the sound only (lamp off) and then with the picture only (sound off) to help students better appreciate the power of the music to promote the feeling for mood and emotion.

Movie
\$1.00
Resource Center

C 2. All living organisms interact
O
N among themselves and their
C
E environment, forming an intricate
P
T unit called an ecosystem.

Discipline Area Music
Subject General
Problem Orientation Ecosys

BEHAVIORAL OBJECTIVES

Cognitive: Students will synthesize a piece of music in terms of the elements of music interacting to create a musical composition.

Affective: Students will better understand the intricacies of composing music.

Skills to be Learned
Listening skills
Research skills

SUGGESTED LEARNING EXP

I. Student-Centered in class activity

A. Discuss how all musical elements interact among themselves and their environment forming an intricate unit called a musical composition.

1. Is there some form of structure in a musical composition?
2. Does music seem to follow some form and/or order?
3. Through music, by using a variety of instrumentation, chord changes, tempo changes, can different moods, effects or impressions be developed?
4. Does there seem to be a similar form, order of structure in nature?
5. Do various seasons, weather changes in our natural environment set a different tempo of life? Change in moods?
(Con't)

II. C

A

B

mechanisms interact

and their

Discipline Area Music

ing an intricate

Subject General Music

system.

Problem Orientation Ecosystem Grade 7-9

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
I. C	I. Student-Centered in class activity	II. Outside Resource and Community Activities
C	A. Discuss how all musical elements interact among themselves and their environment forming an intricate unit called a musical composition.	A. This lesson is to be considered as a short, brief episode. The resulting study could be used as a report, discussion topic at a music parent meeting.
A	1. Is there some form of structure in a musical composition?	B. Try to involve other academic areas, such as biology and areas involved in studies of our natural environment.
er-	2. Does music seem to follow some form and/or order?	
sical	3. Through music, by using a variety of instrumentation, chord changes, e tempo changes, can different moods, effects or impressions be developed?	
will	4. Does there seem to be a similar form, order of structure in nature?	
ing	5. Do various seasons, weather changes in our natural environment set a different tempo of life? Change in moods?	
E	(Con't)	

Resource and Reference Materials Publications:	Continued and Additional Suggested Learning Ex
	(Con't from I. A.) 6. Can the natural environment and musical composition be seen as similar in structure? B. Relate: Soil-----with-----Melody Climate-----Rhythm Avail. light-----Harmony Seasons -----Orchestration/Ly Water Supply-----Dynamics Oxygen Supply-----Tempo
<u>Audio-Visual:</u>	C. Students should form relationships between ecological terms with a musical term and describe their structure in a musical composition.
<u>Community:</u>	

g Ex e Materials	Continued and Additional Suggested Learning Experiences
<p>1 ctur</p> <p>n/Ly</p> <p>ween nd d on.</p>	<p>(Con't from I. A.)</p> <p>6. Can the natural environment and musical composition be seen as similar in structure?</p> <p>B. Relate: Soil-----with-----Melody Climate-----Rhythm Avail. light-----Harmony Seasons -----Orchestration/Lyrics Water Supply-----Dynamics Oxygen Supply-----Tempo</p> <p>C. Students should form relationships between the ecological terms with a musical term and discuss their structure in a musical composition.</p>

C 2. All living organisms interact

O among themselves and their environment Discipline Area Music

C forming an intricate unit called an Subject General Music

P ecosystem. Problem Orientation Interaction

ESEA Title III- 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> The students will analyze and list 3 instances each of dissonance and consonance in the harmonic structure of one piece of contrapuntal music.</p> <p><u>Affective:</u> The students will appreciate the need for perfect interaction in music in the environment.</p> <p><u>Skills to be Learned</u></p> <p>Analysis Discussion</p>	<p>I. Student-Centered in class activity</p> <p>A. Students will listen to one of Bach's <u>Two Part Inventions</u>. Discuss:</p> <ol style="list-style-type: none"> 1. What effect is created in this music? 2. What is done to create this effect? <p>B. Students will locate from transparency or chart of the notated music 3 instances of consonant harmony and 3 instances of dissonance harmony.</p> <p>C. Make an analogy with the Biotic Community Concept</p> <ol style="list-style-type: none"> 1. Considering the previous project, note the creation of a balance between consonance & dissonance. 2. Where else do we find such an interacting balance in nature? <p>D. Play each melodic line separately and then the total again.</p>	<p>II. Outside Community</p> <p>A. Students asked selected or composed they music</p>

living organisms interact

themselves and their environment Discipline Area Music

intricate unit called an Subject General Music

Problem Orientation Interaction Grade 7-9

GENERAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
The students and list 3 each of dissonance ce in the structure of one trapuntal music. The students ate the need interaction the environment.	<div>I. Student-Centered in class activity</div> <div>A. Students will listen to one of Bach's <u>Two Part Inventions</u>. Discuss: 1. What effect is created in this music? 2. What is done to create this effect?</div> <div>B. Students will locate from transparency or chart of the notated music 3 instances of consonant harmony and 3 instances of dissonance harmony.</div> <div>C. Make an analogy with the Biotic Community Concept 1. Considering the previous project, note the creation of a balance between consonance & dissonance. 2. Where else do we find such an interacting balance in nature?</div> <div>D. Play each melodic line separately and then the total again.</div>	<div>II. Outside Resource and Community Activities</div> <div>A. Students may be asked to list several selections from radio or concerts in which they note contrapuntal music.</div>
Learned		

Experience Materials	Continued and Additional Suggested Learning Experiences
<u>selections</u>	<p>This episode may be repeated using current selections such as:</p> <p><u>Close to You & What The World Needs Now</u></p> <p><u>TCB Album Motown</u></p>

C 4. An adequate supply of pure
 O water is essential for life.
 N _____
 C _____
 E _____
 P _____
 T _____

Discipline Area Music
 Subject General mu
 Problem Orientation Clean Wa

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
<p><u>Cognitive:</u> The students will correlate a 5 min. film or ter. slides of bodies of water to the moods of the music of a selected composition..</p> <p><u>Affective:</u> Students and audience will gain an awareness and greater sensitivity for the way music and musicians can interpret.</p> <p><u>Skills to be Learned</u> Photography Film editing Synchronization of film and music.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students will hear the selected work eg. Molday, La Mer</p> <p>B. Discussion:</p> <p>1. What do you see of your natural environment in the music?</p> <p>2. What could you film to portray these ideas?</p> <p>C. Students will film scenes of the natural environment and edit to correlate music with film or slides.</p> <p>D. Final presentation to class or other group.</p> <p>E. Teacher has option to divide class into smaller groups to explore different segments of the environment (eg. trees, sea, air, clouds)</p>	<p>II. Out</p> <p>Com</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

adequate supply of pure

s essential for life.

Discipline Area Music

Subject General music class

Problem Orientation Clean Water Grade 7-9

EXPER	EDUCATIONAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Out	The students	I. Student-Centered in class	II. Outside Resource and
Com	elate a 5 min.	activity	Community Activities
A.	slides of	A. Students will hear the	A. Lakes and rivers
	water to the	selected work eg. Molday,	in the area.
B.	the music of	La Mer	B. Mass media class in
	composition."	B. Discussion:	high school.
C.		1. What do you see of	C. Camera club.
D.	Students	your natural environ-	D. Resource development
	ce will gain an	ment in the music?	class (science, ag.,
	and greater	2. What could you film	etc.)
	y for the way	to portray these ideas?	
	musicians can	C. Students will film scenes	
		of the natural environment	
		and edit to correlate	
		music with film or slides	
		D. Final presentation to	
		class or other group.	
		E. Teacher has option to	
		divide class into smaller	
		groups to explore diff-	
		erent segments of the	
		environment (eg. trees,	
		sea, air, clouds)	

be Learned

by
arg
ation of
usic.

Resource and Reference Materials	Continued and Additional Suggested Learning Experi
<p data-bbox="226 885 470 915"><u>Publications:</u></p> <p data-bbox="226 915 545 945"><u>Band Arrangements</u></p> <p data-bbox="226 945 540 976">Carl Fischer Pub.</p> <p data-bbox="226 976 577 1006">312 So. Wabash Ave.</p> <p data-bbox="226 1006 583 1036">Chicago, Ill. 60604</p> <p data-bbox="226 1036 634 1066"><u>Exploring Music Series</u></p> <p data-bbox="226 1066 765 1096">Bk. 6 Holt, Rinehart, Winston</p> <p data-bbox="226 1096 414 1127"><u>The Moldau</u></p> <p data-bbox="226 1180 465 1210"><u>Audio-Visual:</u></p> <p data-bbox="226 1250 784 1280"><u>The Moldau, Smetana (Time-Life</u></p> <p data-bbox="226 1280 746 1310"><u>Records Story of Great Music</u></p> <p data-bbox="226 1310 652 1340"><u>Slavic Concerts Side 2)</u></p> <p data-bbox="226 1340 508 1371"><u>La Mer, Debussy</u></p> <p data-bbox="226 1371 690 1401"><u>Fingal's Cave, Mendelsohn</u></p> <p data-bbox="226 1401 527 1431"><u>EbbTide, Maxwell</u></p> <p data-bbox="226 1431 802 1461"><u>The Sea, Arita Kerr, Rod McKuen</u></p> <p data-bbox="226 1461 746 1492"><u>The Sky</u> " " " "</p> <p data-bbox="226 1492 746 1522"><u>The Earth</u> " " " "</p> <p data-bbox="226 1522 727 1552"><u>Project ICI Resource Center</u></p> <p data-bbox="226 1605 408 1636"><u>Community:</u></p>	<p data-bbox="874 885 1817 915">Students can be encouraged to explore additional</p> <p data-bbox="874 915 1684 945">ecological projects, using these procedures.</p>

Reference Materials	Continued and Additional Suggested Learning Experiences
<p> ries t, Winston (Time-Life eat Music e 2) elsohn , Rod McKuen " " " " e Center </p>	<p> Students can be encouraged to explore additional ecological projects, using these procedures. </p>

C 4. An adequate supply of pure
O
N water is essential for life.

Discipline Area Music

Subject Jr. High Vocal

Problem Orientation Clean Water

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES
Cognitive: Using a student written text concerning the water pollution, the students will collectively compose a melodic line for the lyrics.
Affective: The students will be alert to the problems of water pollution by intensive application of the word meanings to the melodies.
Skills to be Learned
Melodic Composition

SUGGESTED LEARNING EXPERIENCES
I. Student-Centered in class activity
A. Prior to implementing the lesson assign students to write a ballad stanza centered around necessity of clean water.
B. Use a students' poem as an example and write it on the board.
C. Review the I, IV, II, V, VII, progression. Write the progression above the measures.
D. Measure off the text and put a time signature at the beginning.
E. Next above each syllable write the rhythmic pattern
F. Next write the melodic pattern on the staff.
G. Have each student work out his own in the same manner.
II. Outside
Commun
A. Per
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oth
me
B. Rec
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to

adequate supply of pure

essential for life.

Discipline Area Music

Subject Jr. High Vocal

Problem Orientation Clean Water Grade 7-9

GENERAL OBJECTIVES

Using a student
at concerning
pollution, the
all collectively
melodic line
rics.

The students
rt to the
water pollution
e application
meanings to

3.

e Learned
position

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Prior to implementing the lesson assign students to write a ballad stanza centered around necessity of clean water.
- B. Use a students' poem as an example and write it on the board.
- C. Review the IV, II, V, VII, progression. Write the progression above the measures.
- D. Measure off the text and put a time signature at the beginning.
- E. Next above each syllable write the rhythmic pattern
- F. Next write the melodic pattern on the staff.
- G. Have each student work out his own in the same manner.

II. Outside Resource and Community Activities

- A. Perform as an example of music tying into other areas at P.T.A. meetings.
- B. Recording or songs in classroom as activity to accent concept.

Resource and Reference Materials	Continued and Additional Suggested Learning
<u>Publications:</u> School owned music series	
<u>Audio-Visual:</u>	
<u>Community:</u>	

Materials	Continued and Additional Suggested Learning Experiences
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C 5. An adequate supply of clean air
 O is essential because most organisms Discipline Area M
 N depend on oxygen, through respiration, Subject G
 C to release the energy in their food. Problem Orientation

ESLA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p><u>Cognitive:</u> Given a known melody, the class will write lyrics dealing with the effects of air pollution which will fit the rhythmic patterns of the song.</p> <p><u>Affective:</u> Students will acknowledge that an adequate supply of clean air is essential to life.</p> <p><u>Skills to be Learned</u> Lyric composition</p>	<p>I. Student-Centered in class activity</p> <p>A. Review a familiar song, suggested examples: 1. When The Saints Go Marching In 2. This Land is Your Land 3. America the Beautiful 4. Dominique</p> <p>B. Discussion related to air pollution 1. What causes pollution? 2. What is a solution to pollution?</p> <p>C. List items of discussion on the board.</p> <p>D. Put ideas in phrase form to fit melody. Ex. <u>When The Saints Go Marching In</u> Oh, When The Smog Comes Rolling In: Then It's Time to Call Our Politicians When The Smog Comes Rolling In. (Con't)</p>

an adequate supply of clean air

essential because most organisms

Discipline Area Music

or oxygen, through respiration, Subject

General Music

use the energy in their food.

Problem Orientation Clean Air

Grade 7-9

GENERAL OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

Given a known
the class will write
relating with the
of air pollution
and fit the rhythmic
of the song.

Students will
know that an adequate
clean air is
to life.

to be Learned
position

I. Student-Centered in class
activity

A. Review a familiar song,
suggested examples:

1. When The Saints Go
Marching In

2. This Land is Your Land

3. America the Beautiful

4. Dominique

B. Discussion related to air
pollution

1. What causes pollution?

2. What is a solution to
pollution?

C. List items of discussion
on the board.

D. Put ideas in phrase form
to fit melody.

Ex. When The Saints Go
Marching In

Oh, When The Smog Comes

Rolling In:

Then It's Time to Call Our
Politicians

When The Smog Comes Rolling
In.

(Con't)

II. Outside Resource and
Community Activities

A. Prepare for P.T.A.

B. Prepare for community
service clubs.

C 6. Natural resources are not equally
O distributed over the earth or over Discipline Area Music
C time and greatly affect the Subject General
P geographic conditions and quality of Problem Orientation Natu
T life.

ESEA Title III -59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
	<p><u>Cognitive:</u> Students will orally report at least two conclusions regarding the relationship between raw material supply and instrument cost.</p> <p><u>Affective:</u> Students will show respect for cost of materials and depletion of natural resources by his care of band instruments.</p> <p><u>Skills to be Learned</u> Discussion Research Cause & effect thinking</p>	<p>I. Student-Centered in class activity</p> <p>A. Discuss the expense of instruments</p> <ol style="list-style-type: none"> 1. Students may list on the board the comparative cost of various instruments. 2. What are some of the factors that determine the cost of instruments? <p>B. Student investigation</p> <ol style="list-style-type: none"> 1. Find out raw materials used in the instrument 2. Show on the world map the location of the materials <p>C. Talk about geographical area of materials of instrument.</p> <p>D. Discuss the depletion of rare natural resources</p> <ol style="list-style-type: none"> 1. What has this done to the price of instruments? 2. What caused the depletion? <ol style="list-style-type: none"> a. Fire <p>(Con't)</p>

resources are not equally

over the earth or over

Discipline Area Music

greatly affect the

Subject

General Music

conditions and quality of

Problem Orientation Natural Resources Grade 7-9

AL OBJECTIVES

SUGGESTED LEARNING EXPERIENCES

II. Students will
at least two
regarding
ship between
supply and
demand.

Students will
for cost of
depletion
resources by
and instruments.

learned

thinking

I. Student-Centered in class
activity

- A. Discuss the expense
of instruments
 - 1. Students may list
on the board the
comparative cost of
various instruments.
 - 2. What are some of the
factors that determine
the cost of instruments?
- B. Student investigation
 - 1. Find out raw materials
used in the instrument
 - 2. Show on the world map
the location of the
materials
- C. Talk about geographical
area of materials of
instrument.
- D. Discuss the depletion of
rare natural resources
 - 1. What has this done
to the price of
instruments?
 - 2. What caused the de-
pletion?
 - a. Fire

(Con't)

II. Outside Resource and
Community Activities

- 1. Music stores
- 2. Instrumental manufacturer
plant
- 3. Take field trip to inst.
company or have inst.
rep. talk to class.
- 4. Social studies teacher

Resource and Reference Materials	Continued and Additional Suggested Learning
<p><u>Publications:</u> <u>Grove's Dictionary of Music and Musicians,</u> St. Martin's Press</p>	<p>(Con't from I. D.) b. Population growth c. Over use E. Determine why a deep respect for care of is needed, especially for band students.</p>
<p><u>Audio-Visual:</u> RCA Inst. of the orchestra Inst. Charts Milton Cross' Inst. of the Orchestra</p>	
<p><u>Community:</u></p>	

Learning Materials	Continued and Additional Suggested Learning Experiences
<p>of Music</p> <p>re of ents</p>	<p>(Con't from I. D.)</p> <p>b. Population growth</p> <p>c. Over use</p> <p>E. Determine why a deep respect for care of instrument is needed, especially for band students.</p>
<p>chestra</p> <p>of the</p>	

C O N C E P T	6. Natural resources are not equally		
	distributed over the earth or over	Discipline Area	Music
	time and greatly affect the geographic	Subject	Band
	conditions and quality of life.	Problem Orientation	Natural R
ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING EXPERIENCES
	Cognitive: The student will demonstrate his knowledge of raw materials used in making instruments by identifying on a map 12 geographic locations of these materials.		I. Student-Centered in class activity A. Get a standard map of the world. B. List areas of the world where the raw materials for the different musical instruments can be found. C. Report on the scarcity of the different materials (oral) D. Report on the isolation of the different materials in specific parts of the world (oral) E. Suggested 10 min. report to the band. Students may listen to the report and use the report to stimulate interest on the student's part, in the materials used to make their instrument. Discussions can be carried on later in group lessons or individual private lessons.
	Affective: The students will be more sensitive to natural resources and their preservation, having researched this area.		II. Outside Commun A. Scho lib B. Ins plan 1. V 2. 2. A Inte stor Ques 1. P
	Skills to be Learned Research Reporting Evaluating Predicting		2. 7 n I r r

1 resources are not equally

ed over the earth or over Discipline Area Music

greatly affect the geographicSubject Band

Problem Orientation Natural ResourcesGrade 7-9

GENERAL OBJECTIVES		SUGGESTED LEARNING EXPERIENCES	
<p>1. The student state his raw materials g instruments g on a map locations of is.</p> <p>2. The students sensitive sources ervation, stated this</p>	<p>I. Student-Centered in class activity</p> <p>A. Get a standard map of the world.</p> <p>B. List areas of the world where the raw materials for the different musical instruments can be found.</p> <p>C. Report on the scarcity of the different materials (oral)</p> <p>D. Report on the isolation of the different materials in specific parts of the world (oral)</p> <p>E. Suggested 10 min. report to the band. Students may listen to the report and use the report to stimulate interest on the student's part, in the materials used to make their instrument. Dis- cussions can be carried on later in group lessons or individual private lessons.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. School, city, county libraries.</p> <p>B. Instrument manufacturing plants.</p> <p>1. Written requests for information.</p> <p>2. Ask for films on instrument manufacturing. Interview an instrument store owner (Retail) Questions:</p> <p>1. Has the price of instruments gone up due to shortage of materials?</p> <p>2. Are there any instru- ments that are no longer made of the material originally intended due to lack of original material.</p>	<p>Learned</p>

Resource and Reference Materials	Continued and Additional Suggested Learning Exp
<p><u>Publications:</u> <u>Conn Chord</u> <u>Music Journal</u> <u>School Musician</u> <u>Instrumentalist</u> <u>MENC Journal</u> <u>Selmer Magazine</u></p>	<ol style="list-style-type: none"> 1. The report and map can be used as a lead-in a field trip to an instrument manufacturing for instance, LeBlanc in Kenosha. 2. Show a film or film strip dealing with depletion of natural resources.
<p><u>Audio-Visual:</u> <u>The Gifts 1-C-E Resource</u></p>	
<p><u>Community:</u> <u>Oneida Standing Stone</u> instrument repair project located in Green Bay. Affiliated with Musicians Repair & Supply, 2246 Willow St. Green Bay, Wis.</p>	

Exp -in ing eple	Continued and Additional Suggested Learning Experiences
	<ol style="list-style-type: none"> 1. The report and map can be used as a lead-in for a field trip to an instrument manufacturing plant, for instance, LeBlanc in Kenosha. 2. Show a film or film strip dealing with depleting natural resources.

C 8. Cultural, economic, social,
 O and political factors determine
 N status of man's values and attitudes
 C toward his environment.

Discipline Area Music

Subject

Musicals-Their Or

Problem Orientation Values & Attitu

ESEA Title III- 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Through studies of 3 musical productions, students will list 3 examples of environmental impacts which were factors in developing both plot & theme.

Affective: Students will become sensitive to different ways of life as reflected in music.

Skills to be Learned

Listening skills
 Research skills
 Singing skills

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Select a musical production. Study both the lyrics and melodic line by reading text if available and listening to recording of production.
- B. Discuss factors which influence composer.
 1. Influence of economical factors
 2. Social, political factors of influence.
 3. Environmental factors.
- C. Select several selections and secure arrangements or theme and have students sing the score with thought to proper interpretation of mood.
- D. Plays as read by the students relating the effects of the environment on plot & theme. Nice dovetailing possible.

II. Outside Community

- A. Collect from theatres
 1. Pub
 2. Stu
- B. Film of musical body or over hours. charge Suggest
 1. Por
 2. Mus
 3. Fic
 4. Kin
 5. Wes
 6. The
- C. Extra ment. Have novel musical report
- D. English a res the en

1. Economic, social,
 2. Factors determine Discipline Area Music
 3. Values and attitudes Subject Musicals-Their Origins & Themes
 4. Attitude ment. Problem Orientation Values & Attitudes Grade 7-9

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
1. de 2. nity 3. lled 4. om 5. eatr 6. Pub 7. Stu 8. lm 9. mus 10. dy 11. ove 12. urs 13. arge 14. gges 15. Por 16. Mus 17. Fid 18. Kir 19. Wes 20. The 21. tra 22. nt 23. ve 24. vel 25. sica 26. port 27. glis 28. reso 29. ee	I. Student-Centered in class activity A. Select a musical production. Study both the lyrics and melodic line by reading text if available and listening to recording of production. B. Discuss factors which influence composer. 1. Influence of economical factors 2. Social, political factors of influence. 3. Environmental factors. C. Select several selections and secure arrangements or theme and have students sing the score with thought to proper interpretation of mood. D. Plays as read by the students relating the effects of the environment on plot & theme. Nice dovetailing possible.	II. Outside Resource and Community Activities A. Collect recordings from movie or theatrical production. 1. Public library 2. Students collections B. Film rental for showing of musical to student body either in evening or over series of noon hours. Admission charge to cover cost. Suggested musicals; 1. Porgy & Bess 2. Music Man 3. Fiddler on the Roof 4. King and I 5. West Side Story 6. The Sound of Music C. Extra credit assignment. Have student read novel upon which musical is based and report orally to class. D. English teacher as a resource-relating the environment of short stories

Continued and Additional Suggested Learning Experiences

C 9. Mar has the ability to manage,
 O manipulate, and change his
 N environment.
 C
 E
 P
 T

Discipline Area Music
 Subject General M
 Problem Orientation Manipu
Sound

ESEA Title III - 59-70-0135-2 Project I-D-E

BEHAVIORAL OBJECTIVES

Cognitive: Given a guitar,
 the student will demonstrate
 to the class at least 7
 different ways of producing
 sounds on the guitar.

Affective: Student will
 find the variety of tones
 possible in a single
 musical instrument.

Skills to be Learned
Experimentation
Playing

SUGGESTED LEARNING EXPER

I. Student-Centered in class
 activity

A. Student will be given
 a guitar to work with.

B. Student will experiment
 with the guitar to find
 as many different ways
 to produce a sound as
 possible (at least 7)

1. Strike back

2. Strike sides

3. Strike front

4. Pluck strings

5. Strum strings

6. Slide objects on
 strings

7. Play strings with
 soft mallets

8. Retune strings

9. Place objects (marble)

C. Other students will make
 suggestion of other ways
 to produce sound on the
 guitar.

D. Other student specialties
 or instruments can also be
 used.

II. Out
 Co
 A.
 B.

ability to manage,

change his

Discipline Area Music

Subject

General Music

Problem Orientation Manipulation of Grade 7-9
Sound

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES
I. Outtar, Co: strate A. 7 B. ucing	I. Student-Centered in class activity A. Student will be given a guitar to work with. B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7) 1. Strike back 2. Strike sides 3. Strike front 4. Pluck strings 5. Strum strings 6. Slide objects on strings 7. Play strings with soft mallets 8. Retune strings 9. Place objects (marble) C. Other students will make suggestion of other ways to produce sound on the guitar. D. Other student specialties or instruments can also be used.
II. Outside Resource and Community Activities A. Band director B. Guitar player	

Resource and Reference Materials Publications:	Continued and Additional Suggested Learning
<p data-bbox="395 966 971 1036">Exploring Music, Gr. 7 p-64-65 Holt, Rinehart & Winston</p> <p data-bbox="395 1168 634 1203"><u>Audio-Visual:</u></p> <p data-bbox="395 1473 577 1508"><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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7 p-64-65 ston	
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C 9. Man has the ability to manage,
O
N manipulate, and change his
C
E environment.
P
T

Discipline Area Music
Subject General Mu
Problem Orientation Manipula
Environmental

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVICRAL OBJECTIVES

Cognitive: Ey organizing
separate environmental
noises, the student will
create and tape a short
musical line containing
correct rhythm and
different pitches.

Affective: The student
should become aware of
the differerces between
noise and music.

Skills to be Learned

Orchestraticn

Notation

Listening

Operating tape recorder

SUGGESTED LEARNING EXPERI

I. Student-Centered in class activity

- A. Student will select
environmental noises
about him, ie,
1. Pencil tapping
2. Door closing
3. Blind being pulled
4. Coughing
- B. The student will organize
these sounds into a
rhythmic music line.
- C. This product will be
notated on paper or
taped and played back
for the class.
- D. The class should discuss
the musical quality of
the product.

II. Outs

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ce, and change his

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Discipline Area Music

Subject General Music

Problem Orientation Manipulate Grade 7-9
Environmental Sounds

GENERAL OBJECTIVES

organizing
environmental
student will
produce a short
containing
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the student
aware of
es between
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Learned

e recorder

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class
activity

- A. Student will select
environmental noises
about him, ie,
1. Pencil tapping
2. Door closing
3. Blind being pulled
4. Coughing
- B. The student will organize
these sounds into a
rhythmic music line.
- C. This product will be
notated on paper or
taped and played back
for the class.
- D. The class should discuss
the musical quality of
the product.

II. Outside Resource and
Community Activities
A. Tape local and/or
outside sounds.

Resource and Reference Materials <u>Publications:</u>	Continued and Additional Suggested Learning Ex
<p data-bbox="315 1275 555 1347"><u>Audio-Visual:</u> Tape recorder</p> <p data-bbox="315 1573 489 1608"><u>Community:</u></p>	<p data-bbox="983 1025 1812 1097">This episode may be expanded to sounds outside classroom or set in a specific local such as</p> <ol data-bbox="983 1085 1380 1192" style="list-style-type: none"> 1. Art room 2. Wood shop 3. Home Ec. room, etc.

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Materials	Continued and Additional Suggested Learning Experiences
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This episode may be expanded to sounds outside the classroom or set in a specific local such as the:

1. Art room
2. Wood shop
- #. Home Ec. room, etc.

C 9. Man has the ability to manage,
O
N manipulate, and change his
C
E environment.

Discipline Area Music

Subject Elementary

Problem Orientation Recycling

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Students will create playable musical instruments from discarded 55 gallon oil drums.</p> <p><u>Affective:</u> Students will recognize the possibilities inherent in recycling.</p> <p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Tuning of musical instruments 2. Safe use of small hand tools. 3. Fire safety 	<p>I. Student-Centered in class activity</p> <ol style="list-style-type: none"> A. Discuss different instruments that can be made from raw materials, ex. drums, rattles, whistles B. Introduce movie <u>Music From Oil Drums</u> <ol style="list-style-type: none"> 1. Identify Pete Seeger 2. Locate the setting of the movie (Trinidad) C. Discussion of movie <ol style="list-style-type: none"> 1. Population composition and why? 2. Reasons for banning reg. percussion instr. 3. Ecological problem orientation at recycling D. Study directions from book to determine feasibility of positive follow up. E. Follow up by attempting to make such an instrument. The actual attempt of constructing this drum because of the length of time and facilities must be an outside class activity. 	<p>II. Out of class</p> <ol style="list-style-type: none"> 1. Com 2. S 3. S 4. I

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Discipline Area Music

Subject

Elementary Vocal

Problem Orientation Recycling

Grade 7-9

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SUGGESTED LEARNING EXPERIENCES

Out

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I. Student-Centered in class activity

II. Outside Resource and Community Activities

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A. Discuss different instruments that can be made from raw materials, ex. drums, rattles, whistles

1. P.T.A.
2. Service clubs
3. School assemblies
4. Local radio or TV

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B. Introduce movie Music From Oil Drums

1. Identify Pete Seeger
2. Locate the setting of the movie (Trinidad)

2. S

3. S

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C. Discussion of movie

1. Population composition and why?

4. P

ities

2. Reasons for banning reg. percussion instr.

3. Ecological problem orientation at recycling

D. Study directions from book to determine feasibility of positive follow up.

E. Follow up by attempting to make such an instrument.

The actual attempt of constructing this drum because of the length of time and facilities must be an outside class activity.

Resource and Reference Materials	Continued and Additional Suggested Learning
<p data-bbox="382 955 620 985"><u>Publications:</u></p> <p data-bbox="382 985 938 1180"><u>Making and Tuning An Oil Drum,</u> By Pete Seeger Folkways Records New York, N.Y. \$3.45 <u>Exploring Music, Bk. 6</u> Holt, Rinehart & Sinston</p> <p data-bbox="382 1250 620 1280"><u>Audio-Visual:</u></p> <p data-bbox="382 1280 739 1443"><u>Film</u> <u>Music from Oil Drum</u> 1954 Pete Seeger Folkways Records BAVI #0713 \$3.50</p> <p data-bbox="382 1512 564 1543"><u>Community:</u></p>	<ol style="list-style-type: none"> <li data-bbox="1046 955 1815 1017">1. Additional instruction can be provided playing the instrument after its completion. <li data-bbox="1046 1017 1815 1080">2. A complete set consisting of soprano, alto and bass drums can be built and tuned.

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Continued and Additional Suggested Learning Experiences
Additional instruction can be provided in
playing the instrument after its completion.
complete set consisting of soprano, alto, tenor,
and bass drums can be built and tuned.

C 9. Man has the ability to manage,
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Discipline Area Music
Subject General
Problem Orientation Manipu
Sound

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP
<p><u>Cognitive:</u> Given a pair of cymbals, the student will demonstrate to the class at least 5 different ways to produce 5 different sounds.</p> <p><u>Affective:</u> Student will make application of sound theory to noise management.</p> <p><u>Skills to be Learned</u> Experimentation Playing</p>	<p>I. Student-Centered in class activity</p> <p>A. Student will be given a pair of cymbals.</p> <p>B. Student will try to find as many different ways a possible to produce sound on the cymbals (at least five)</p> <ol style="list-style-type: none"> 1. Crash straight 2. Crash with slicing motion 3. Rub together 4. Strike and hold close to drumhead 5. Use a well vosined bow 6. Put vibrating cymbal in water <p>C. Student will demonstrate his "five sounds" to the class.</p> <p>Discussion: Can man tone down the sounds of industry, construction, etc.? What are some implications as a result-cost- effieiciency?</p>

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Discipline Area Music

Subject General Music

Problem Orientation Manipulation of Grade 7-9
Sound

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Student will be given a pair of cymbals.
 - B. Student will try to find as many different ways as possible to produce sound on the cymbals (at least five)
 - 1. Crash straight
 - 2. Crash with slicing motion
 - 3. Rub together
 - 4. Strike and hold close to drumhead
 - 5. Use a well voiced bow
 - 6. Put vibrating cymbal in water
 - C. Student will demonstrate his "five sounds" to the class.
- Discussion: Can man tone down the sounds of industry, construction, etc.? What are some implications as a result-cost- efficiency?

II. Outside Resource and Community Activities

- A. Band director
- B. Percussionist

Resource and Reference Materials	Continued and Additio
<p data-bbox="789 948 1028 978"><u>Publications:</u></p> <p data-bbox="789 978 1196 1041"><u>Exploring Music</u>, Gr. 8 p. 108-109</p> <p data-bbox="789 1241 1028 1273"><u>Audio-Visual:</u></p> <p data-bbox="789 1512 964 1545"><u>Community:</u></p>	

tion Continued and Additional Suggested Learning Experiences

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9. Man has the ability to manage,
manipulate, and change his
environment.

Discipline Area

Subject

Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: After listening to the tape prepared in class, the student will show his knowledge of acoustical treatment by writing a report dealing with the results.

Affective: The student will develop increased appreciation for quality acoustical treatment.

Skills to be Learned
Deductive thinking
Listening
Reporting

SUGGESTED LEARNING ACTIVITIES

I. Student-Centered in class activity

A. Play a record at a definite volume setting and record through microphones on tape at a definite volume setting.

1. With only one person in the room.

2. With the whole class in the room.

3. With as many people in the room as possible.

4. With rugs on floors, drapes and blankets hung on windows, doors, etc.

B. Students will observe how listening to the tape how acoustical treatment of room affects volume and tone of a musical performance.

C. Students will write a report covering each of the 4 room treatments stating the volume and changes resulting.

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Discipline Area Music

Subject General Music

Problem Orientation Acoustical Treat- Grade 7-9
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GENERAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
After listening prepared in student will ledge of reatment report the results. e student increased for quality reatment.	<p>I. Student-Centered in class activity</p> <p>A. Play a record at a definite volume setting and record through microphones on tape at a definite volume setting.</p> <ol style="list-style-type: none">1. With only one person in the room.2. With the whole class in the room.3. With as many people in the room as possible.4. With rugs on floors, drapes and blankets hung on windows, doors, etc. <p>B. Students will observe by listening to the tape how acoustical treatment of a room affects volume and tone of a musical performance.</p> <p>C. Students will write a report covering each of the 4 room treatments stating the volume and tonal changes resulting.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Student library Research (<u>Reader's Guide to Periodical Literature</u>) selected magazines.</p>
Learned nking		

Resource and Reference Materials	Continued and Additional Suggested Learning
<p data-bbox="358 1008 596 1036"><u>Publications:</u></p> <p data-bbox="358 1041 964 1168"><u>Noise Pollution,</u> O'Donnell & Lauaroni, Pub. Addison-Wesley Pub. Co. Inc. page 76</p> <p data-bbox="358 1266 596 1294"><u>Audio-Visual:</u></p> <p data-bbox="358 1299 596 1366">Tape recorder Phonograph</p> <p data-bbox="358 1564 540 1591"><u>Community:</u></p> <p data-bbox="358 1596 652 1756">Blankets Drapes Rugs Acoustical tiles Foxes</p>	

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C 10. Short-term economic gains may
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Discipline Area Music

Subject Junior High Ge

Problem Orientation Economic Va

ESEA Title III -59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p><u>Cognitive:</u> Students will demonstrate their knowledge of the merits of tape over disc recordings by listing 3 advantages of tapes in oral class reports</p> <p><u>Affective:</u> Students will develop a sensitivity to purchasing items with long term values.</p>	<p>I. Student-Centered in class activity</p> <p>A. Students will bring old disc 45 R.P.M. records and cassette tapes and conventional tapes and recorder to class.</p> <p>B. After listening to several of the records determine which are of little further value. 45 R.P.M. recordings are generally pop tunes and may become dated.</p> <ol style="list-style-type: none"> 1. Which records do you consider of no further value? 2. Would you keep these records for further playing? 3. If not, what further use would this 45 disc be? <p>C. Listen to cassette tape recording and discuss comparison of sounds of cassette as compared to older 45's. (Con't)</p>	<p>II. Outside</p> <p>Commun</p> <p>A. Stu</p> <p>tap</p>
<p><u>Skills to be Learned</u></p> <ol style="list-style-type: none"> 1. Research skills 2. Reporting skills 3. Listening skills 4. Operating tape & record players 		

Short-term economic gains may

ce long-term environmental

Discipline Area Music

Subject Junior High General Music

Problem Orientation Economic Values Grade 7-9

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
I. Students will te their knowledge rits of tape over rdings by listing ges of tapes in s reports	I. Student-Centered in class activity A. Students will bring old disc 45 R.P.M. records and cassette tapes and conventional tapes and recorder to class. B. After listening to several of the records determine which are of little further value. 45 R.P.M. recordings are generally pop tunes and may become dated. 1. Which records do you consider of no further value? 2. Would you keep these records for further playing? 3. If not, what further use would this 45 disc be? C. Listen to cassette tape recording and discuss comparison of sounds of cassette as compared to older 45's. (Con't)	II. Outside Resource and Community Activities A. Student owned records tapes and players.
II. Students will sensitivity sing items with r values. be Learned ch skills ing skills ing skills ing tape & players		

Resource and Reference Materials
Publications:

Audio-Visual:
Tape recorder
Cassettes
Phonograph

Community:

Continued and Additional Suggested Learning
(Con't from I. C.)

1. Does continual use of 45 records cause of recordings?
2. What effect does continual use have on recordings?
- D. Compare long term use of tapes as a va not apparent with 45 recordings.
 1. Can a tape recording be re-recorded?
 2. Can a disc recording be re-recorded?
- E. Show through comparison the advantage of tape as compared with disc records amount of music
- F. Students should list 3 advantages of t as compared to disc recorded 45's.
 1. Tapes may be re-recorded
 2. Less space required for storage
 3. Less deterioration caused by continued

Materials	Continued and Additional Suggested Learning Experiences
<p>nin</p> <p>use</p> <p>on</p> <p>va</p> <p>?</p> <p>?</p> <p>ge</p> <p>ds</p> <p>f t</p> <p>ued</p>	<p>(Con't from I. C.)</p> <ol style="list-style-type: none"> 1. Does continual use of 45 records cause deterioration of recordings? 2. What effect does continual use have on tape recordings? D. Compare long term use of tapes as a value which is not apparent with 45 recordings. <ol style="list-style-type: none"> 1. Can a tape recording be re-recorded? 2. Can a disc recording be re-recorded? E. Show through comparison the advantage of storage of tape as compared with disc records of similar amount of music F. Students should list 3 advantages of tape recording as compared to disc recorded 45's. <ol style="list-style-type: none"> 1. Tapes may be re-recorded 2. Less space required for storage 3. Less deterioration caused by continued use.

C 10. Short-term economic gains may
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Discipline Area MusicSubject Pop Music-LisProblem Orientation S
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p>Cognitive: The students will weigh the comparative values of disc to tape recordings in a written report.</p> <p>Affective: The students will accept the evidence in favor of long-term values over short-term gains.</p> <p><u>Skills to be Learned</u> Group discussion Cause and Effect Learning Report writing</p>	<p>I. Student-Centered in class activity</p> <p>A. Students will bring old 45 R.P.M. records to class and teacher play excerpts from six records.</p> <p>B. Students will list on paper the number of records they each brought and multiply that figure by \$.90.</p> <p>C. Discussion led by the teacher relative to</p> <ol style="list-style-type: none"> 1. How much money was spent on records brought to class? 2. Was this money put to good use? 3. What good are the records now? <p>D. Divide students into small groups with a chairmen for each to discuss a project to utilize their records. Suggestions:</p> <ol style="list-style-type: none"> 1. Smash records and use chips in a collage. <p>(Con't)</p>

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Discipline Area Music

Subject Pop Music-Listening & Buying Habits

Problem Orientation Short-term Grade 7-9
Values

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Students will bring old 45 R.P.M. records to class and teacher play excerpts from six records.
- B. Students will list on paper the number of records they each brought and multiply that figure by \$.90.
- C. Discussio. led by the teacher relative to
 - 1. How much money was spent on records brought to class?
 - 2. Was this money put to good use?
 - 3. What good are the records now?
- D. Divide students into small groups with a chairmen for each to discuss a project to utilize their records.
Suggestions:
 - 1. Smash records and use chips in a collage.(Con't)

II. Outside Resource and Community Activities

- A. Art teacher
- B. Industrial arts teacher

Resource and Reference Materials <u>Publications:</u>	Continued and Additional Suggested Learning (Con't from I. D.)
<p data-bbox="321 1152 785 1218"><u>Audio-Visual:</u> Student record collection</p> <p data-bbox="321 1451 503 1484"><u>Community:</u></p>	<p data-bbox="970 924 1699 1019">2. Melt records to make models of cars, 3. Make wall decorations for music room. 4. Make door stops, paper weights.</p>

Learning Materials	Continued and Additional Suggested Learning Experiences
cars, room.	(Con't from I. D.) 2. Melt records to make models of cars, etc. 3. Make wall decorations for music room. 4. Make door stops, paper weights.

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 or compounded, produce significant
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 E environmental alterations over
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 T time.

Discipline Area Music
 Subject General Musi
 Problem Orientation Noise Poll

ESEA Title III - 59-70-0135-2 Project I-0-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Cognitive: Through discussion students will demonstrate knowledge of varieties of noise pollution damage to hearing.	I. Student-Centered in class activity	II. Outside
Affective: Students will develop an awareness of safe decibel levels.		Commun A. Ref on no B. An and to cau
Skills to be Learned	A. Provide a comparison tape of juke box tunes. Play loudly to the point of distortion and by contrast at a controlled level for a better appreciation of the intrinsic value of the music.	
1. Performing 2. Listening 3. Skills involved in controlling loudness limits in vocal and instrumental participation 4. Dynamic blend		
	B. Discuss the difference as related to	
	1. Music for music's sake 2. Damage to Aural Equip.	
	Sample questions:	
	1. Can you hear the melody at the loudest decibel level?	
	2. What part of the instrumentation is most predominant at the loudest setting?	
	3. Why can the musical elements of that selection be better appreciated by the listener at the more (Con't)	

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Discipline Area Music

Music

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Subject General Music

Poll

Problem Orientation Noise Pollution Grade 7-9

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Provide a comparison tape of juke box tunes. Play loudly to the point of distortion and by contrast at a controlled level for a better appreciation of the intrinsic value of the music.

B. Discuss the difference as related to

1. Music for music's sake
2. Damage to Aural Equip.

Sample questions:

1. Can you hear the melody at the loudest decibel level?
2. What part of the instrumentation is most predominant at the loudest setting?
3. Why can the musical elements of that selection be better appreciated by the listener at the more (Con't)

II. Outside Resource and Community Activities

- A. Reference readings on hearing loss from noise pollution.
- B. An eye, ear, nose, and throat specialist to talk on contributing causes to hearing loss.

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="515 941 1031 1134"> <u>Publications:</u> <u>Reader's Guide To Periodical Literature,</u> <u>Noise Pollution,</u> By: O'Donnell & Lavaron Pub: Addison-Wesley, Inc. </p> <p data-bbox="515 1372 759 1440"> <u>Audio-Visual:</u> <u>Tape Recorder</u> </p> <p data-bbox="515 1689 703 1735"> <u>Community:</u> </p>	<p data-bbox="1172 941 1817 1349"> (Con't from I. B.) moderate loudness setting? 4. Aside from the obvious results of throbbing headache to total insensitivity the medical findings on excessive noise to hearing? C. Students will bring tapes of other types of noise pollution such as: 1. Factory noises. 2. Traffic sounds at predetermined locations. 3. Sounds in a classroom. 4. Sounds in a study hall. </p>

Materials	Continued and Additional Suggested Learning Experiences
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(Con't from I. B.)

moderate loudness setting?

4. Aside from the obvious results ranging from a throbbing headache to total insanity, what are the medical findings on excessive noise as related to hearing?

Students will bring tapes of other kinds and sources of noise pollution such as:

1. Factory noises.
2. Traffic sounds at predetermined times of the day.
3. Sounds in a classroom.
4. Sounds in a study hall.

ESEA Title III - 59-70-0135-2 Project I-C-E

C 12. Private Ownership must be
O
N regarded as a stewardship
C
E and should not encroach upon
P
T or violate the rights of
others.

Discipline Area Musi
Subject Gene
Problem Orientation Enchr

BEHAVIORAL OBJECTIVES

Cognitive: The group assigned to investigation will determine the implications involved in the use of background music through an oral class report.

Affective: The students will develop an awareness of the implications of background music use

Skills to be Learned

Investigative
Reporting
Discussion

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. A small group of students will investigate all of the places in their hometown where there is background music
 1. TV
 2. Movies
 3. Supermarkets
 4. Drug stores
 5. Street corners
 6. Schools
 7. Hospitals
 8. Etc.
 - B. Group presents findings to the class. Include why businessmen use the background music.
 - C. Class discussion
 1. Is this an infringement on other peoples rights? (cont.)

o must be
Musical stewardship
General encroachment upon
Encroachment rights of

Discipline Area Music
Subject General Music
Problem Orientation Encroachment Grade 7-9

SUGGESTED LEARNING EXPERIENCES		
EXP S Assigned deter- involved i music report. s will the und music	I. Student-Centered in class activity	II. Outside Resource and Community Activities
	A. A small group of students will investigate all of the places in their hometown where there is background music 1. TV 2. Movies 3. Supermarkets 4. Drug stores 5. Street corners 6. Schools 7. Hospitals 8. Etc. B. Group presents findings to the class. Include why businessmen use the background music. C. Class discussion 1. Is this an infringement on other peoples rights? (cont.)	A. Most of the investigation must take place in the community. B. Ask businessmen why they use background music. Give sample interview questions so that student goes prepared.

Suggested Materials	Continued and Additional Suggested Learning Experiences
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one a 7	<p>I. (cont.)</p> <ol style="list-style-type: none">2. Why is this done?3. Should anything be done about it?
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C 12. Private ownership must be
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 E not encroach upon or violate the
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 T individual right of others

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Subject

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LSEA TITLE III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJE

IVES

SUGGESTED

Cognitive: Students will research the subject of musical popularity poll of the top 5 tunes for 6 weeks.

Affective: The student should develop tolerance for the musical preferences of others.

Skills to be Learned
Conducting polls.
 Discussion

I. Student-Centered in class activity

A. At the beginning of first meeting of the students will write ballot their choice the top pop tune of week. Two students then tally the votes list the top 5 in descending order. This continue for 5 more

B. After 6 weeks of vote students will tally statistics.

1. What % of the tunes never made the top 5?

2. What % of the top number of tunes on ended up in top 5?

3. What % of the top number of votes top 5 group get?

4. Was the selection the top 5 really reflective of the popular choice?

C. Discussion of the statistics

1. How valid is our popularity poll?

Discipline Area Music
Subject General music
System Orientation Encroachment Grade 7-9

STUDIED LEARNING EXPERIENCES

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- II. Outside Resource and
Community Activities
A. Compare the class'
top 5 with:
1. Dept. store poll
flyers.
2. Radio station
polls.
3. Newspaper polls.
4. Billboard maga-
zine poll.

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(cont.)

Continued and Additional Suggested Learning Experiences

- I. C. (cont.)
 2. Does everyone like the same tunes?
 3. Do people agree as to the kind of music they like?
 4. Does this necessarily make the majority correct in their preferences?
 5. How should we feel about the preferences of others?

The poll may be continued all year to maintain interest.

The weekly results may be released to local disc jockeys for radio release.

A final top 10 may be released at the end of the school year.

PROJECT I-C-E Episode Evaluation Form (Reproduc

Please fill in:

Subject: _____

Grade: _____

Concept No. Used: _____

In commenting on each episode u
form. Feel free to adapt it and
your critiques and comments - neg
hand column, please rate (poor, g
make specific comments or suggest
vided to help us make this a more

Poor	Good	Exc.
		I. Behavioral Objectives A. Cognitive:
		B. Affective:
		II. Skills Developed
		III. Suggested Learning Experiences A. In Class:
		B. Outside & Community Activities:
		IV. Suggested Resource & Reference Materials (specific suggestions & comments)

I-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

Behavioral Objectives

A. Cognitive:

B. Affective:

Skills Developed

Suggested Learning Experiences

A. In Class:

B. Outside & Community Activities:

Suggested Resource & Reference Materials
(specific suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, WI 54301